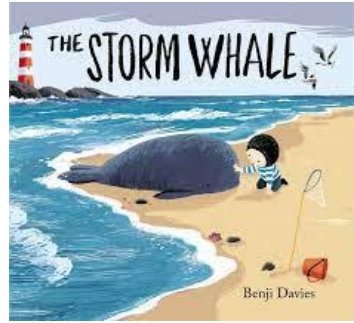


Knowledge Organiser: Summer 2: Water

Key Book this term:



Key Vocabulary

- clouds** – is a mass of water drops or ice crystals suspended in the atmosphere.
droplets – a very small drop.
bubbles – a ball of air in a liquid.
drips – to let fall drops of moisture or liquid.
drop – the quantity of fluid that falls naturally in one rounded mass.
lake – bodies of water surrounded on all sides by land.
frozen lake – turned into or covered with ice, a body of water surrounded on all sides by land.
pond – a body of water usually smaller than a lake.
puddles – very small pool
rain – the liquid form of water that falls from the sky in drops.
ripples – a small wave
waterfall – a place in the river where water spills suddenly downward.
taps – a device by which a flow of liquid from a pipe or container can be controlled.
river – a large natural stream of water flowing in a channel to the sea, a lake or another river.
sea – a portion of the ocean that is partly surrounded by land.
splash – a sound made by someone striking or falling into liquid.
waves – a moving ridge or swell on the surface of a liquid.
swimming pool – an area of water that has been created for people to swim in.

How can you learn at home?



Dental Health

Can you brush your teeth twice a day?

Reading

Can you share your book for pleasure with your family?
Can you read your reading book to your family?

Writing

Can you make a list of all the ways you use water at home?

Water Area



full



empty



fill



pour



drip drop



wet



drop



stir



splash



sink



float



bubble



droplet



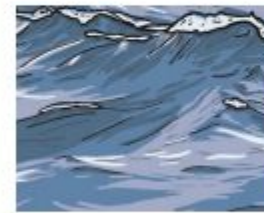
half full



dry

twinkl visit twinkl.com

Water



sea



river



pond



puddle



rain



clouds



rainbow



tap



bottle



drop

twinkl visit twinkl.com

Physical Development: Gross and Fine Motor Skill

Handwriting – Develop the foundations of a handwriting style which is fast, accurate and efficient.

Physical Development – PE: Games / team games / athletics
Take part in simple games. Control body when performing a sequence of movements. Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Take part in sports day.

Forest Fun – Developing fine and Motor skills

Sports Day – Team building, following instructions, running, throwing and jumping.

Religious Education

Christianity – How can we care for our wonderful world?

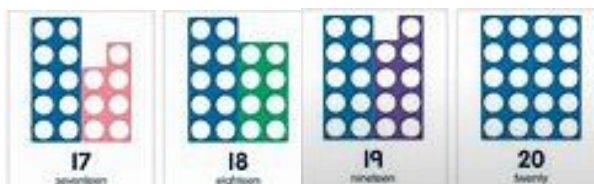


PSHE - RSHE

Changing me
Changing bodies How do we feel when changes happen?
How do we care for ourselves?

Mathematics

We will continue to learn all about numbers 16, 17, 18, 19, 20



We will be building on our knowledge of halving, doubling and sharing using these numbers

Volume and Capacity

Capacity: this is the amount of liquid that can be contained in a container

Capacity: full, empty, half-full



Expressive Arts and Design:

Music

Structures – Boats – Investigating waterproof materials. Floating and sinking
Designing. Constructing



Understanding of the World

Bee Bot – Programming the Bee Bot

Geography – Seas and Coasts

Science – Scientists – Sir David Attenborough



Literacy: Reading

Consolidate Phase 3

Oral Segmenting – this is when you split a word up into its individual sounds (c-a-t). We call this 'robot talk'.

Oral blending – this is when you blend the sounds together to say the word (cat). We use a blending arm motion from left to right to help blend the sounds together.

Digraph: two letters that make one sound.

Developing our reading skills!

- 1) Correctly sequence a story or event using pictures and/or captions.
- 2) Respond to questions about how and why something is happening.
- 3) Know the difference between different types of texts (fiction, nonfiction, poetry)

Using our phonics to help us read:

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words, captions and simple sentences.

Trigraph: three letters that make one sound.

Literacy: Writing

Orally compose and write a few simple sentences with a full stop.

We can dig in the soil.

We can see lots of bugs.



- 1) Orally compose (say) a phrase /sentence.
- 2) Tap, clap, stomp.
- 3) Count how many words.
- 4) Say first word / robot the word / write the word.

Some of us may begin to write simple sentences using the story language **First, Then, After that, Next**



Can you write some instructions on how to make a salad?
Can you draw a picture of a minibeast and label it?



Can you practise writing the letter families?

Spell words by drawing on knowledge of known grapheme correspondences.
Make phonetically plausible attempts when writing more complex unknown words.

Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

